DOCUMENT RESUME

ED 383 389 JC 950 315

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TITLE	Student Motivation To Engage and Disengage the Institution, Spring 1994.
INSTITUTION	Owens Community Coll., Toledo, OH. Office of Institutional Research.
PUB DATE	94
NOTE	45p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Cohort Analysis; College Applicants; *Community Colleges; *Dropout Attitudes; *Dropout Prevention; *Enrollment Influences; *No Shows; Student Attitudes; Student Behavior; Student Characteristics; *Student Motivation; Two Year Colleges; Two Year College Students
IDENTIFIERS	Owens Community College OH

ABSTRACT

Hundreds of prospective students engage the Owens Community College (OCC) three-step admission process each semester before voluntarily disengaging the institution. A study was conducted to assess student motivation to engage or disengage OCC based on factors related to student disposition, institutional motivation, and student situation, and to compare characteristics of the two cohorts. Surveys were mailed to 771 students who engaged and 369 who disengaged the college in spring 1994, receiving responses from 343 (44%) of the engagers and 127 (34%) of the disengagers. The average student for both groups was a single white female, between 18 and 22 years of age, of lower socioeconomic status, employed full-time, and responsible for one dependent child. Statistically significant differences were found between motivators cited by engagers and disengagers. Dispositionally, engaging students were more motivated by the need to develop personal maturity and become more informed and well-rounded; institutionally, they were more motivated by degree and certificate opportunities, transferability of credit to four-year colleges, and the flexibility of schedules; and situationally, they were more motivated by the need to increase earning potential, comply with an authority figure, and meet a spouse. However, there were no significant differences between motivators to disengage cited by the two groups. (Recommendations for maximizing engagement and minimizing disengagement are included.) (An institutional effectiveness flowchart, the survey instrument, definitions of terms, and data tables are appended.) (KP)

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ED 383 389

Student Motivation to Engage and Disengage the Institution

Spring 1994

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Acknowledgements

The Office of Institutional Research would like to acknowledge the efforts of the Owens College community in the preparation of this report. In particular, I would like to acknowledge Dr. Bill Ivoska, Steve Melchi, and Jeanette Roe.

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Executive Summary

Hundreds of prospective students engage the Owens three-step admissions process each semester before voluntarily disengaging the institution. This cohort of disengaging student represents a significant opportunity cost for the College as the competition for student resource intensifies and the size of the college-going population becomes smaller.

The purpose of the study was to assess student motivation to engage and disengage the institution and to compare the disengaging student cohort to an engaging student cohort. The identification of engaging and disengaging motivators allows Owens to reinforce an admissions process which strives to offer maximum accessibility and quality pre-enrollment assessment and advising.

One hundred and twenty-seven disengaging students and three hundred and forty-three engaging students for Spring semester 1994 participated in the study. T-tests showed statistically significant differences in the magnitude of engaging motivation by student group (Disengaging students vs. Engaging students). Each student group cited degree and certificate opportunities, flexibility of course schedule, the transferability of credit to four-year colleges, preparation for a new occupation, and the opportunity to increase income to be among prominent motivators to engage the institution.

Each student group cited the cost of tuition, an inability to obtain adequate financial aid, an uncertainty of educational plans and goals, and an inability to receive financial aid checks from the College in time to pay for tuition to be among prominent motivators to disengage the institution.

Results are discussed in terms of strategies designed to increase engaging motivation and to decrease disengaging motivation. Tables 8 - 11 (Appendix D) show engaging motivators and disengaging motivators by technology.

Top Engaging Motivators cited by students

Preparation for a new occupation
Increase earning potential
The degree and certification opportunities
Become a more informed and well-rounded person
Flexible course schedule
Location of the College
Transferability of credit to four-year colleges
Low cost of tuition.
Develop personal maturity
Facing a life transition

Top Disengaging Motivators cited by students

Cost of tuition
Not able to obtain adequate financial aid
Not sure of educational plans and goals
Conflicting job responsibilities
Not able to get financial aid check from the College in time to pay tuition
Did not have enough time
Not enough flexibility in the tuition payment schedule
Conflicting home responsibilities
Nervous about taking tests
Fear of failing courses

Introduction

Hundreds of prospective students engage the Owens three-step admissions process each semester before voluntarily disengaging the institution. This cohort of disengaging student represents a significant opportunity cost for the college as the competition for student resource intensifies and the size of the college-going population becomes smaller.

Purpose of the Study

The purpose of this study is to assess prospective student motivation to engage and disengage the institution and to compare this disengaging student cohort to an engaging student cohort by motivation. The identification of engaging and disengaging motivators will allow Owens to reinforce an admissions process which strives to offer maximum accessibility and quality pre-enrollment assessment and advising.

The study also gathers information as input for the Institutional Effectiveness Process (IEP). The IEP (Appendix A) integrates the components of institutional and environmental scanning (i.e. Student motivation to engage and disengage Owens Community College), strategic and operational planning, academic and support services program evaluation, outcomes assessment, market planning, and budget development with the functional mission of the two-year college in Ohio : meeting community need through accessibility to quality higher education programs at the lowest possible cost.

The study also serves the institution by meeting the service expectations for Ohio's two-year colleges. Specifically, the study addresses one of the service expectations issued by the Ohio Board of Regents in 1993 : service expectation #7. Service expectation #7 requires that two-year institutions provide student access to quality programs provided at an affordable price. In the future, a percentage of instructional subsidy for two-year colleges in Ohio will be allocated relative to the extent which the institution fulfills the mission of the two-year college in Ohio as measured by the nine service expectation indicators.

The Three-Step Admissions Process

The institution's three-step admissions process requires that each prospective student attend an initial meeting with an admissions representative (Step I), participate in educational assessment and campus orientation with New Student Advising and Assessment (Step II), and attend a meeting to schedule classes with New Student Advising and Assessment (Step III). Completion of the admissions process is sequential requiring three separate appointments over a period of time.

A prospective student who voluntarily disengages the three-step admissions process is defined as a disengaging student. The type of disengagement (Type I, Type II, Type III) is defined by the admissions step at which the prospective student disengages the process. For

example, a student who disengages subsequent to assessment/orientation and prior to completing class registration would be categorized as a Type II disengaging student.

The prospective student who completes the three-step admissions process and attends classes two weeks into the semester is defined as an engaging student. For this study, engaging students are first-semester students.

Engaging Motivation and Disengaging Motivation

Engaging motivation and disengaging motivation is defined by the Cross (1981) barrier to higher education typology (Dispositional, Institutional, Situational) for the adult learner. Engaging motivation is defined as follows:

1) students motivated by **disposition** engage the institution to satisfy needs of self-perception (i.e. To develop personal maturity).

2) students motivated by **institution** engage the institution because institutional organization, policies, and processes (i.e. Flexible course schedule) are perceived to satisfy needs of disposition or situation.

3) students motivated by **situation** engage the institution to satisfy needs of real-life circumstance (i.e. Preparation for a new occupation).

Disengaging motivation is defined as follows :

1) students motivated by **disposition** disengage the institution because of self-perceptions (i.e. I do not matter to anyone at the college).

2) students motivated by **institution** disengage the institution because of organization, policies, and processes (i.e. The courses I need are not offered when I can attend) of the educational institution.

3) students motivated by **situation** disengage the institution because of real-life circumstances (i.e. I have conflicting job responsibilities).

Method

Research Design

An ex post facto static group comparison research design was used because of the self-selecting nature of the independent variable and the desire to compare the dependent variables by type of disengagement and student group. This type of research design does not establish causality and antecedent variables such as selection, maturation, and mortality must be considered when interpreting results.

X_1 O_1 X_1 = Type I Disengagement
X_2 O_1 X_2 = Type II Disengagement
X_3 O_1 X_3 = Type III Disengagement
X_4 O_2 X_4 = Engagement

O_1 = Disengaging/Engaging Motivation Survey (Version #1)
O_2 = Disengaging/Engaging Motivation Survey (Version #2)

Subjects

Disengaging Students

Three hundred and sixty-nine disengaging students identified for Spring Semester 1994 were sent the disengaging/engaging motivation survey. One hundred and twenty-seven of the disengaging students (62 from Step I, 43 from Step II, and 19 from Step III, 3 were not identified by type of disengagement) returned a completed survey yielding a 34 percent response rate.

The average disengaging student reported to be a single white female between the ages of 18 and 22 years, of lower socioeconomic status, employed full-time (M= 34.04 hours, SD = 15.46 hours), and responsible for one dependent child. The disengaging student reported an interest in earning an associate degree in a health technologies or an engineering/industrial technologies degree program.

Engaging Students

Seven hundred and seventy-one engaging students identified for Spring Semester 1994 were sent the disengaging/engaging motivation survey. Three hundred and forty-three of the engaging students returned a completed survey yielding a 44 percent response rate.

The average engaging student reported to be a single white female between the ages of 18 and 22 years, of lower socioeconomic status, employed full-time (M= 30.26 hours, SD = 17.26 hours), and responsible for one dependent child. The engaging student reported an interest in earning an associate degree in a health technologies or a business technologies degree program.

Apparatus

Two versions of a 65 item survey (Appendix B) were designed to assess engaging motivation and disengaging motivation by type of student disengagement and by student group (Disengaging vs. Engaging). Disengaging students were asked to report specific disengaging motivation while engaging students were asked to report any disengaging motivation they considered during the three-step admissions process. Each group was asked to report their motivation to engage the institution.

Each version of the disengaging/engaging motivation survey was divided into engaging and disengaging motivational sections. For the engaging motivation section, survey items 1-5 represented dispositional engaging motivation, survey items 6-10 represented situational engaging motivation, and survey items 11 - 15 represented institutional engaging motivation.

For the disengaging motivation section, survey items 1-15 represented dispositional disengaging motivation, items 16 - 30 represented situational disengaging motivation, and items 31 - 45 represented institutional disengaging motivation.

Four point Likert-type response scales were utilized for rating each type of motivation item (i.e. Not a Reason = 1, A Minor Reason = 2, A Major Reason = 3, A Primary Reason = 4). Respondents were also given an opportunity to report disengaging motivators and engaging motivators that were not specifically cited by the survey.

Procedure

Three hundred and sixty-nine disengaging students and seven hundred and seventy-one engaging students were mailed a survey Spring semester 1994. Survey directions read as follows : "Owens Community College is trying to make it easier for prospective students to access the College. This survey will allow Owens to identify your needs as a prospective student and make changes in admission procedure where indicated. Please take a few minutes to complete and return this survey. Your participation is voluntary and the responses you give will be kept strictly confidential". Respondents were instructed to return the completed survey via a postage-paid addressed envelope. The engaging students were offered a free grade transcript as incentive to return the completed survey. Non-respondents were mailed a second and third survey to assure an adequate response rate.

Results

Engaging Motivation

The disengaging student (by type and as a group) and engaging student group cited institutional motivation as the basis to engage the College. Institutional engaging motivation was followed by situational engaging motivation and dispositional engaging motivation. Table 1 shows means and standard deviations for the type of engaging motivation by type of disengagement and student group.

Table 1 Engaging Motivation

	Dispositional		*Institutional*		*Situational*	
	M	SD	M	SD	M	SD
Disengaging I	1.60	.46	**2.06**	.83	1.97	.52
Disengaging II	1.74	.59	**2.18**	.75	2.10	.51
Disengaging III	1.69	.46	**2.13**	.74	1.90	.39
Engaging	1.82	.56	**2.41**	.72	2.18	.47

Spearman correlation coefficients show statistically significant positive relationships among engaging motivator rank orders by type of student disengagement (Type I vs. Type II : r =.99, p =.00; Type I vs. Type III : r =.98, p =.00; Type II vs. Type III : r =.96, p =.00) and by student group (Disengaging vs. Engaging : r = .98, p = .00).

Specifically, each type of disengaging student and student group cited the institutional engaging motivators of degree and certificate opportunities, flexibility of course schedule, and the transferability of credit to four-year colleges and universities. Disengaging and engaging students also cited the situational motivators of preparation for a new occupation and to increase income as prominent engaging factors. Tables 2 & 3 (Appendix D) show rank order of engaging motivation by type of disengagement and by student group.

T-tests showed statistically significant differences in the magnitude of engaging motivation by student group. The engaging student group generally reported to be more motivated to engage the institution. Table 4 shows the statistically significant differences by student group.

Table 4. Differences in engaging motivation by student group.

	Disengaging		Engaging			
	M	SD	M	SD	t	p
Gain independence	1.54	.97	1.66	.98	-1.21	.22
Develop personal maturity	1.78	.87	2.08	1.04	-3.07	.00*
Family tradition	1.21	.61	1.16	.50	.86	.39
Become informed/well-rounded	2.40	.98	2.70	.95	-2.93	.00*
Escape loneliness & boredom	1.36	.74	1.46	.79	-1.24	.21
Dispositional Engaging Motivation	1.66	.50	1.81	.56	-2.66	.00*
Low cost of tuition	1.85	1.03	2.03	1.07	-1.67	.09
Location of the college	2.04	1.11	2.22	1.06	-1.59	.11
Degree/certificate opportunities	2.54	1.12	2.81	1.00	-2.26	.02*
Transferability of credit	1.85	1.10	2.32	1.11	-3.96	.00*
Flexible course schedule	2.23	1.09	2.65	1.07	-3.56	.00*
Institutional Engaging Motivation	2.11	.78	2.41	.72	-3.83	.00*
Increase earning potential	3.01	1.08	3.32	.88	-2.83	.00*
Comply with authority figure	1.22	.61	1.41	.81	-2.68	.00*
Meet a spouse	1.04	.20	1.14	.48	-3.21	.00*
Life transition	1.67	1.08	1.82	1.14	-1.30	.19
Prepare for new occupation	3.05	1.04	3.19	1.03	-1.24	.11
Situational Engaging Motivation	2.00	.50	2.17	.46	-3.49	.00*

*Significant at .05

Dispositionally, engaging students were more motivated by the need to develop personal maturity and to become more informed and well-rounded. Institutionally, engaging students were more motivated by the degree and certificate opportunities, transferability of credit to four-year colleges, and the flexible course schedule. Situationally, engaging students were more motivated by a need to increase earning potential, to comply with an authority figure, and to meet a spouse.

Disengaging Motivation

The disengaging student group generally ranked situational disengaging motivation as most influential. Situational disengaging motivation was followed by dispositional disengaging motivators and institutional disengaging motivators. The engaging students generally reported to consider dispositional disengaging motivators followed by situational and institutional disengaging motivators. Table 5 shows means and standard deviations for the type of disengaging motivation by type of disengagement and student group.

Table 5. Disengaging Motivation

	Dispositional		*Institutional*		*Situational*	
	M	SD	M	SD	M	SD
Disengaging I	1.25	.34	1.20	.35	**1.44**	.31
Disengaging II	1.25	.32	1.18	.23	**1.42**	.25
Disengaging III	1.33	.46	1.15	.22	**1.49**	.28
Engaging	**1.71**	.53	1.64	.53	1.69	.48

Spearman correlation coefficients showed statistically significant positive disengaging motivator rank order relationships by type of student disengagement (Type I vs. Type II : r =.82, p =.00; Type I vs. Type III : r =.69, p =.00; Type II vs. Type III : r =.71, p =.00) and by student group (Disengaging vs. Engaging : r = .67, p = .00).

Among the top disengaging motivators reported by disengaging students were : the cost of tuition, an inability to obtain adequate financial aid, an uncertainty of educational plans and goals, an inability to receive financial aid checks from the College in time to pay for tuition, and not enough flexibility in the tuition payment schedule. Tables 6 & 7 (Appendix D) show rank orders of disengaging motivators by type of disengagement and student group.

Among the top disengaging motivators considered by engaging students were : the cost of tuition, an inability to obtain adequate financial aid, nervousness about taking tests, the time required to complete a degree program, and an inability to get financial aid checks from the College in time to pay for tuition.

Analysis of variance showed a statistically significant difference between Type II disengaging students (M=1.00, SD=0.00) and Type III disengaging students (M=1.42, SD=.83) on the dispositional disengaging motivator : I did not feel the college cared about my success $F_{2,118} = 5.23$, p=.00

Discussion

Results showed a statistically significant difference in the magnitude of engaging motivation by student group and that the magnitude of engaging motivation greatly influences the decision to engage or disengage the institution. No overall difference in disengaging motivation was reported by type of disengagement or by student group.

Because motivation is temporal and can be effected, the interaction between the prospective student and the institution at the initial point of contact (Admissions Step I) becomes significant. College personnel should seek to increase engaging motivation, decrease disengaging motivation, and offer entry to the institution to accommodate the motivated student.

Maximizing Engaging Motivation at Step I

A prospective student is motivated to engage the institution at the point of initial contact. During admissions Step I, the institution can maximize the students engaging motivation by emphasizing the most influential engaging motivators.

Students cited preparation for an occupation, an opportunity to increase earning potential, degree and certificate opportunities, transferability of credit to four-year programs, and the flexible course schedule as significant motivators to engage the college.

Emphasis could be placed upon the growing technical and transfer degree program opportunities, internship opportunities, and transfer opportunities available to help the prospective student prepare for a career to increase engaging motivation.

The Graduate Profile Review may be used to increase engaging motivation by showing the opportunity to increase earning potential through higher education programs at Owens. Earning potential can be demonstrated by graduates in general, by technology, and/or degree program. In addition, the historical placement rates and prominent Owens alumni in the field of interest may also be featured to increase engaging motivation.

The expanding degree program and certificate opportunities and the formal transfer agreements made between Owens and area colleges and universities can be featured at Step I to increase engaging motivation.

Emphasizing the flexible course schedule can also be used to increase engaging motivation. For example, it may be noted that students can attend class in the Summer, on the weekend, or in the evening to best accommodate home and work schedules.

Minimizing Disengaging Motivation at Step I

In addition to maximizing a prospective student's motivation to engage the institution, admissions Step I should seek to minimize disengaging motivation. Students cited cost of tuition, inability to obtain financial aid, uncertainty of educational goals and plans, and an inflexible tuition payment plan as the most significant disengaging motivators.

Minimizing disengaging motivation attributed to the cost of tuition may be accomplished by providing a comparison chart showing tuition and fees among area colleges and universities. This would give the prospective student cost perspective. Cost of tuition disengaging motivation may also be reduced by offering sources of possible grants and scholarships.

Minimizing disengaging motivation attributed to an inability to obtain financial aid may be accomplished by generally assessing the financial needs of the prospective student at the initial point of contact and presenting the possible financial aid sources and explaining processes of application. Prospective students could also be offered access to an institutional "on-line" financial aid customer service established to answer questions regarding financial aid sources, application processes, etc..

Minimizing disengaging motivation attributed to an inflexible tuition payment plan may be accomplished by offering payment alternatives. The tuition payment plan (including first time students) with alternatives may reduce the ambiguity of the financial aid application process and accommodate those students who start the admissions process too late in the semester to make application and receive financial aid.

Minimizing disengaging motivation attributed to uncertainty of educational goals and plans may be accomplished by generally assessing the prospective student's career interests and by offering a plan to explore the identified interests. The student may be directed to explore the identified career interests as Arts and Science students giving an opportunity to explore different fields, both technical and academic.

Results showed a statistically significant difference between Type II disengagement and Type III disengagement on the variable of not mattering to the college. Students disengaging after completing admissions Step III reported the perception of not mattering as a significant disengaging motivator to a greater extent than did students disengaging admissions Step II. It is important for students to feel as if they matter to educational institutions. Showing that all students matter throughout the three-step admissions process is a philosophy which can be implemented to minimize disengaging motivation.

Institutional Entry at Admissions Step I

In addition to maximizing engaging motivation and minimizing disengaging motivation, a form of institutional entry should be awarded to students at the conclusion of admissions Step I. Given that motivation is temporal and can be effected, it is important to offer the motivated student entry to the College. A form of entry at this point may give the prospective student a sense of "ownership" which could produce commitment to the role of student. By maximizing engaging motivation, decreasing disengaging motivation, and offering entry at the initial point of contact, the institution may reduce the size of the disengaging student cohort and the associated opportunity cost.

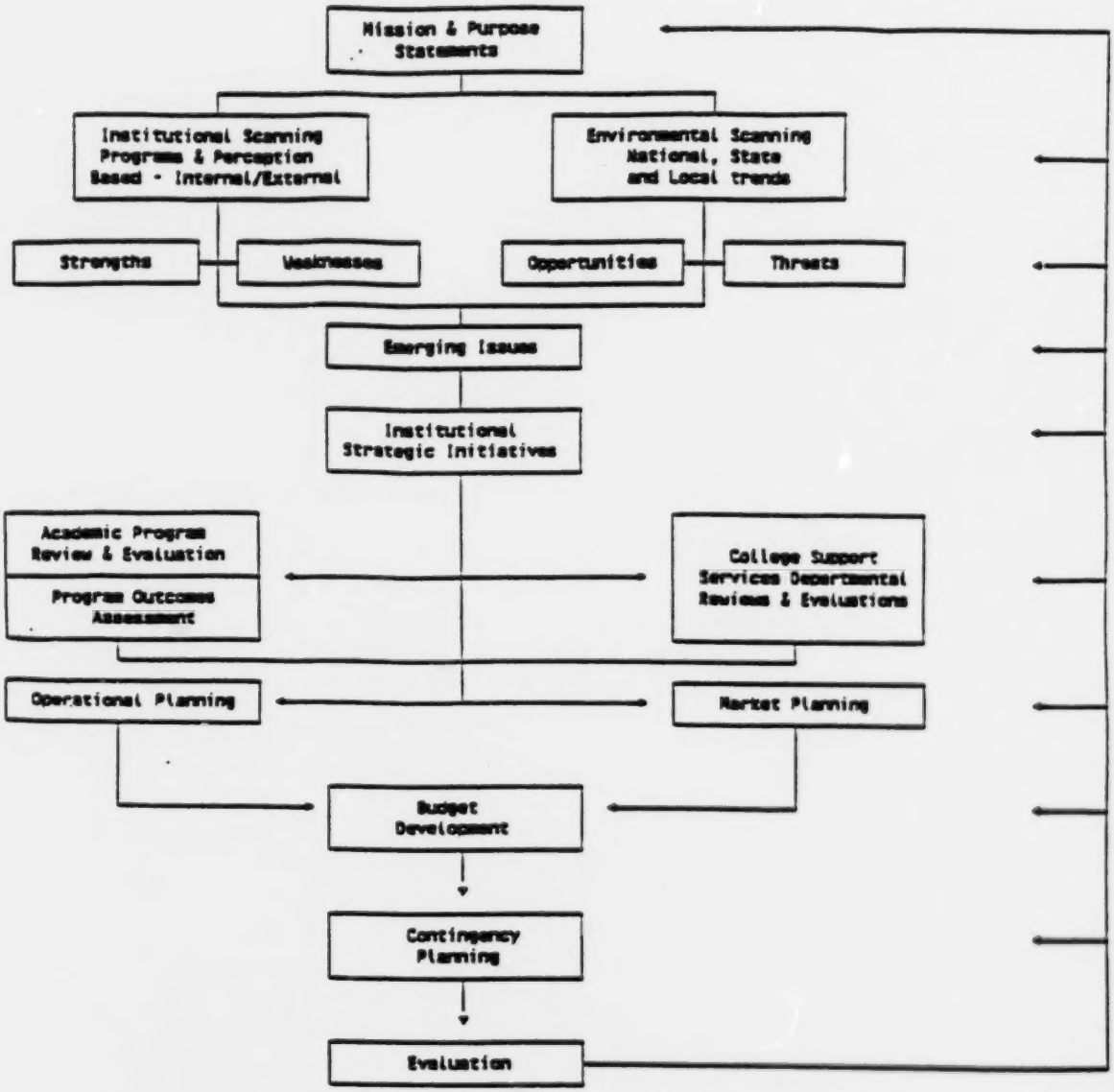
References

Cross, K. P. (1981). Adults as learners. San Francisco: Jossey-Bass.

Appendix A

Institutional Effectiveness Process

INSTITUTIONAL EFFECTIVENESS PROCESS
(Flowchart)



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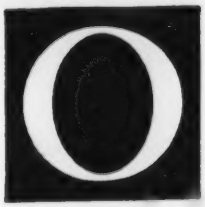
Appendix B

Disengaging/Engaging Motivation Survey Instruments



Mark the appropriate response category which best describes your **reasons** for not attending Owens College this semester. Please respond to each item.

	Not A Reason	A Minor Reason	A Major Reason	A Primary Reason
1. I had a fear of failing my courses.	O	O	O	O
2. I was not confident in my basic academic skills (Reading, Writing etc.)	O	O	O	O
3. I did not have enough personal energy or stamina.	O	O	O	O
4. I was tired of going to school.	O	O	O	O
5. I had an unrealistic expectation of college life.	O	O	O	O
6. I did not feel I mattered to anyone at the college.	O	O	O	O
7. I did not feel I belonged at the college.	O	O	O	O
8. I was not committed to begin college.	O	O	O	O
9. I was nervous about taking tests.	O	O	O	O
10. I felt alone and isolated at the college.	O	O	O	O
11. I was not sure of my educational goals and plans.	O	O	O	O
12. I have difficult concentrating in class.	O	O	O	O
13. I did not feel the college cared about my success.	O	O	O	O
14. I did not feel as smart as the other students.	O	O	O	O
15. I felt too old to begin college.	O	O	O	O
16. I could not afford the cost of tuition, fees, books, parking.	O	O	O	O
17. I was not able to arrange transportation to class.	O	O	O	O
18. I was not able to obtain child care during class hours.	O	O	O	O
19. I did not have the basic academic skills to be successful.	O	O	O	O
20. I could not attend because of health issues.	O	O	O	O
21. I moved out of the area.	O	O	O	O
22. I had conflicting job responsibilities.	O	O	O	O
23. I had conflicting home responsibilities.	O	O	O	O
24. I enrolled at another college.	O	O	O	O
25. I was not able to obtain adequate financial aid.	O	O	O	O

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	Not A Reason	A Minor Reason	A Major Reason	A Primary Reason
26. I was not able to obtain affordable housing in the area.	○	○	○	○
27. I had limited support from family and friends.	○	○	○	○
28. I was not able to obtain flexible employment while in school.	○	○	○	○
29. I did not have enough time for school.	○	○	○	○
30. The commuting distance was too great.	○	○	○	○
31. The courses I needed were not offered when I could attend.	○	○	○	○
32. There was too long a wait to get into the program I wanted.	○	○	○	○
33. It took too much time to complete the program I wanted.	○	○	○	○
34. I did not meet the requirements for the program I wanted.	○	○	○	○
35. I was not able to keep campus appointments because of campus office hours.	○	○	○	○
36. Campus parking was inconvenient.	○	○	○	○
37. The time required to enroll was too much.	○	○	○	○
38. I was not able to get my financial aid checks from the college in time to pay for tuition and fees.	○	○	○	○
39. There was not enough racial diversity among the student body, faculty and staff.	○	○	○	○
40. There was limited opportunity to interact with faculty and other students.	○	○	○	○
41. I could not transfer Owens credit to another college program.	○	○	○	○
42. The information I received about how to enroll was not clear.	○	○	○	○
43. There were too few places to study on campus.	○	○	○	○
44. The college facilities were inadequate for my purposes.	○	○	○	○
45. There was not enough flexibility in the college tuition payment schedule.	○	○	○	○

Please list any other reason(s) why you did not attend Owens College this past semester:

_____

_____

_____

_____

_____

_____

Mark the appropriate response category that best describes your **reasons** for considering Owens College this semester. Please respond to each item.

	Not A Reason	A Minor Reason	A Major Reason	A Primary Reason
1. I wanted to gain independence from my family.	○	○	○	○
2. I wanted to develop personal maturity.	○	○	○	○
3. I wanted to continue the family tradition of attending college.	○	○	○	○
4. I wanted to become a more informed and well rounded person.	○	○	○	○
5. I wanted to escape loneliness and boredom.	○	○	○	○
6. I wanted to increase my earning potential.	○	○	○	○
7. I wanted to comply with the wishes of an authority figure (boss, parents).	○	○	○	○
8. I wanted to meet a spouse.	○	○	○	○
9. I was facing a life transition (divorce, career change).	○	○	○	○
10. I wanted to prepare for a new occupation.	○	○	○	○
11. Low cost of tuition.	○	○	○	○
12. Location of college.	○	○	○	○
13. Degree and certification opportunities.	○	○	○	○
14. Transferability of credit to 4-year colleges.	○	○	○	○
15. The flexible course schedule	○	○	○	○

Please list any other reason(s) for considering Owens College this semester:

_____

_____

_____

_____

_____

_____

Please respond to the background information requested below by marking the applicable response category or by writing your response in the space provided.

AGE

- ❑ Less than 18 years old
- ❑ 18-22
- ❑ 23-27
- ❑ 28-32
- ❑ 33-37
- ❑ 38-42
- ❑ 43-49
- ❑ More than 50 years old

ETHNICITY

- ❑ African-American
- ❑ American-Indian
- ❑ Asian-American
- ❑ Hispanic
- ❑ White
- ❑ Other_____

SEX

❑ Male ❑ Female

MARITAL STATUS

- ❑ Single
- ❑ Married
- ❑ Divorced
- ❑ Widow(er)
- ❑ Separated

EMPLOYMENT

Average Work Week: (Hours)_____

NUMBER OF DEPENDENT CHILDREN

- ❑ 1
- ❑ 2
- ❑ 3
- ❑ 4 or more

ANNUAL HOUSEHOLD INCOME

- ❑ Less than $10,000
- ❑ $10,000-$14,999
- ❑ $15,000-$19,999
- ❑ $20,000-$24,999
- ❑ $25,000-$29,999
- ❑ $30,000 or more

OWENS CAMPUS

- ❑ Toledo
- ❑ Findlay

REASONS FOR INTEREST IN OWENS COLLEGE (Choose only one)

- ❑ To earn transfer credit
- ❑ To earn certification
- ❑ To earn an Associate Degree

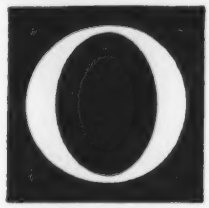
College Program of Interest:_____

DID YOU PLAN TO ATTEND OWENS COLLEGE THIS SEMESTER?

❑ Yes ❑ No

Place the completed survey in the addressed stamped envelope and return it to Owens College.

Owens College promotes equal opportunity regardless of age, color, disability, national origin, race, religion, or sex.



Mark the appropriate response category which best indicates how much you considered each of the following statements when making your decision to become a student at Owens College this semester. Please respond to each item.

	I did not consider	I did consider a little bit	I did consider some	I did consider a lot
1. I fear I might fail my courses.	O	O	O	O
2. I am not confident in my basic academic skills (Reading, Writing etc.)	O	O	O	O
3. I may not have enough personal energy or stamina.	O	O	O	O
4. I may be tired of going to school.	O	O	O	O
5. I may have an unrealistic expectation of college life.	O	O	O	O
6. I may not matter to anyone at the college.	O	O	O	O
7. I may not belong at the college.	O	O	O	O
8. I may not be committed to begin college at this time..	O	O	O	O
9. I may be nervous about taking tests.	O	O	O	O
10. I may feel alone and isolated at the college.	O	O	O	O
11. I may not be sure of my educational goals and plans.	O	O	O	O
12. I may have difficulty concentrating in class.	O	O	O	O
13. The college may not care about my success.	O	O	O	O
14. I may not be as smart as the other students.	O	O	O	O
15. I feel too old to begin college.	O	O	O	O
16. I may not be able to afford the cost of tuition, fees, books, parking.	O	O	O	O
17. I may not be able to arrange transportation to class.	O	O	O	O
18. I may not be able to obtain child care during class hours.	O	O	O	O
19. I may not have the basic academic skills to be successful.	O	O	O	O
20. I may not be able to enroll because of health issues.	O	O	O	O
21. I may move out of the area.	O	O	O	O
22. I may have conflicting job responsibilities.	O	O	O	O
23. I may have conflicting home responsibilities.	O	O	O	O
24. I may enroll at another college.	O	O	O	O
25. I may not be able to obtain adequate financial aid.	O	O	O	O

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	I did not consider	I did consider a little bit	I did consider some	I did consider a lot
26. I may not be able to obtain affordable housing in the area.	○	○	○	○
27. I may have limited support from family and friends.	○	○	○	○
28. I may not be able to obtain flexible employment while in school.	○	○	○	○
29. I may not have enough time for school.	○	○	○	○
30. The commuting distance may be too great.	○	○	○	○
31. The courses I need may not be offered when I can attend.	○	○	○	○
32. There may be too long a wait to get into the program I want.	○	○	○	○
33. It may take too much time to complete the program I want.	○	○	○	○
34. I may not meet the requirements for the program I want.	○	○	○	○
35. I may not be able to keep campus appointments because of campus office hours.	○	○	○	○
36. Campus parking may be inconvenient.	○	○	○	○
37. The time required to enroll may be too much.	○	○	○	○
38. I may not be able to get my financial aid checks from the college in time to pay for tuition and fees.	○	○	○	○
39. There may not be enough racial diversity among the student body, faculty and staff.	○	○	○	○
40. There may be limited opportunity to interact with faculty and other students.	○	○	○	○
41. I may not be able to transfer Owens credit to another college program.	○	○	○	○
42. The information I receive about how to enroll may not be clear.	○	○	○	○
43. There may be too few places to study on campus.	○	○	○	○
44. The college facilities may be inadequate for my purposes.	○	○	○	○
45. There may not be enough flexibility in the college tuition payment schedule.	○	○	○	○

Please list any other factors that you considered when making your decision to attend Owens College this semester:

_____

_____

_____

_____

_____

_____

Mark the appropriate response category that best describes your **reasons** for attending Owens College this semester. Please respond to each item.

	Not A Reason	A Minor Reason	A Major Reason	A Primary Reason
1. I wanted to gain independence from my family.	○	○	○	○
2. I wanted to develop personal maturity.	○	○	○	○
3. I wanted to continue the family tradition of attending college.	○	○	○	○
4. I wanted to become a more informed and well rounded person.	○	○	○	○
5. I wanted to escape loneliness and boredom.	○	○	○	○
6. I wanted to increase my earning potential.	○	○	○	○
7. I wanted to comply with the wishes of an authority figure (boss, parents).	○	○	○	○
8. I wanted to meet a spouse.	○	○	○	○
9. I was facing a life transition (divorce, career change).	○	○	○	○
10. I wanted to prepare for a new occupation.	○	○	○	○
11. Low cost of tuition.	○	○	○	○
12. Location of college.	○	○	○	○
13. Degree and certification opportunities.	○	○	○	○
14. Transferability of credit to 4-year colleges.	○	○	○	○
15. The flexible course schedule	○	○	○	○

Please list any other reason(s) for attending Owens College this semester:

_____

_____

_____

_____

_____

_____

Please respond to the background information requested below by marking the applicable response category or by writing your response in the space provided.

AGE

- ❑ Less than 18 years old
- ❑ 18-22
- ❑ 23-27
- ❑ 28-32
- ❑ 33-37
- ❑ 38-42
- ❑ 43-49
- ❑ More than 50 years old

ETHNICITY

- ❑ African-American
- ❑ American-Indian
- ❑ Asian-American
- ❑ Hispanic
- ❑ White
- ❑ Other

SEX

- ❑ Male
- ❑ Female

MARITAL STATUS

- ❑ Single
- ❑ Married
- ❑ Divorced
- ❑ Widow(er)
- ❑ Separated

NUMBER OF DEPENDENT CHILDREN

- ❑ 1
- ❑ 2
- ❑ 3
- ❑ 4 or more

EMPLOYMENT

Average Work Week (Hours)_____

ANNUAL HOUSEHOLD INCOME

- ❑ Less than $10,000
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OWENS CAMPUS

- ❑ Toledo
- ❑ Findlay

REASONS FOR INTEREST IN OWENS COLLEGE (Choose only one)

- ❑ To earn transfer credit
- ❑ To earn certification
- ❑ To earn an Associate Degree

TECHNOLOGY

- ❑ Business
- ❑ Health
- ❑ Public Service
- ❑ Engineering
- ❑ Industrial

Major_____

Place the completed survey in the addressed stamped envelope and return it to Owens College

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Appendix C

Definition of Terms

Definitions of Terms

Admissions Step I - initial informational meeting between a prospective student and an admissions representative.

Admissions Step II - educational assessment and campus orientation with personnel from New Student Advising and Assessment.

Admissions Step III - advising and class registration with personnel from New Student Advising and Assessment.

Disengagement - a prospective student who voluntarily disengages the three-step admissions process.

Dispositional Disengaging/Engaging Motivators - factors of self-perception which motivate a prospective student to engage and/or disengage the institution.

Engagement - a prospective student who completes each step of the three-step admissions process and attends classes beyond the 14th day reporting period.

Institutional Disengaging/Engaging Motivators - factors of administration, organization, and education which motivate a prospective student to engage and/or disengage the institution.

Situational Disengaging/Engaging Motivators - factors of real-life circumstance which motivate a prospective student to engage and/or disengage the institution.

Type I Disengagement - a prospective student who meets with an admissions representative (Step I of the Admissions Process) but does not complete Step II or Step III of the admissions process due to voluntary disengagement.

Type II Disengagement - a prospective student who meets with an admissions representative (Step I of the Admissions Process) and completes educational assessment and campus orientation with New Student Advising and Assessment (Step II of the Admissions Process) but not complete Step III of the admissions process due to voluntary disengagement.

Type III Disengagement - a prospective student who meets with an admissions representative (Step I of the Admissions Process), completes educational assessment and campus orientation with New Student Advising and Assessment (Step II of the Admissions Process), and registers for classes with New Student Advising and Assessment (Step III of the Admissions Process) before voluntary disengaging.

Appendix D

Tables

Table 2. Rank Order of Engaging Motivators by Type of Disengagement

Type I Disengagement	M	SD	Type II Disengagement	M	SD	Type III Disengagement	M	SD
Prepare for a new occupation	3.00	1.13	Prepare for a new occupation	3.27	0.95	Increase earning potential	2.94	0.87
Increase earning potential	3.00	1.14	Increase earning potential	3.07	1.10	Prepare for a new occupation	2.72	0.96
Degree and certification opportunities	2.41	1.19	Degree and certification opportunities	2.83	1.03	Become a more informed and well rounded person	2.44	0.88
Become a more informed and well rounded person	2.31	0.93	Become a more informed and well rounded person	2.54	1.07	Degree and certification opportunities	2.39	0.98
Flexible course schedule	2.10	1.11	Flexible course schedule	2.41	1.12	Flexible course schedule	2.28	1.02
Location of college	2.05	1.16	Location of college	1.95	1.05	Location of college	2.22	1.11
Transferability of credit to 4-year colleges	1.84	1.14	Low cost of tuition	1.90	1.04	Transferability of credit to 4-year colleges	2.00	1.08
Low cost of tuition	1.83	1.04	Transferability of credit to 4-year colleges	1.82	1.10	Develop personal maturity	1.82	0.95
Develop personal maturity	1.75	0.84	Facing a life transition	1.80	1.17	Low cost of tuition	1.78	1.00
Facing a life transition	1.58	1.07	Develop personal maturity	1.78	0.94	Facing a life transition	1.67	0.97
Gain independence from family	1.43	0.91	Gain independence from family	1.68	1.08	Gain independence from family	1.56	0.98
Escape loneliness and boredom	1.35	0.77	Escape loneliness and boredom	1.41	0.77	Escape loneliness and boredom	1.33	0.69
Comply with the wishes of an authority figure	1.20	0.58	Comply with the wishes of an authority figure	1.32	0.76	Continue the family tradition of attending college	1.33	0.77
Continue the family tradition of attending college	1.15	0.55	Continue the family tradition of attending college	1.27	0.63	Comply with the wishes of an authority figure	1.11	0.32
Meet a spouse	1.03	0.18	Meet a spouse	1.05	0.22	Meet a spouse	1.06	0.24

Spearman Rank Correlation Coefficient: Disengaging I vs. Disengaging II r = .99, p = .00, Disengaging I vs. Disengaging III r = .98, p = .00, Disengaging II vs. Disengaging III r = .96, p = .00

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Table 3. Rank Order of Engaging Motivators by Student Group

Disengaging Student Group	M	SD	Engaging Student Group	M	SD
Prepare for a new occupation	3.07	1.05	Increase earning potential	3.33	0.89
Increase earning potential	3.02	1.09	Prepare for a new occupation	3.20	1.03
Degree and certification opportunities	2.56	1.12	Degree and certification opportunities	2.81	1.00
Become a more informed and well rounded person	2.41	0.98	Become a more informed and well rounded person	2.70	0.96
Flexible course schedule	2.25	1.10	Flexible course schedule	2.65	1.08
Location of college	2.07	1.13	Transferability of credit to 4-year colleges	2.33	1.12
Transferability of credit to 4-year colleges	1.86	1.11	Location of college	2.22	1.06
Low cost of tuition	1.85	1.05	Develop personal maturity	2.08	1.04
Develop personal maturity	1.79	0.87	Low cost of tuition	2.04	1.07
Facing a life transition	1.66	1.07	Facing a life transition	1.83	1.15
Gain independence from my family	1.55	0.98	Gain independence from my family	1.67	0.99
Escape loneliness and boredom	1.39	0.78	Escape loneliness and boredom	1.47	0.79
Comply with the wishes of an authority figure	1.23	0.61	Comply with the wishes of an authority figure	1.42	0.81
Continue the family tradition of attending college	1.22	0.61	Continue the family tradition of attending college	1.17	0.50
Meet a spouse	1.04	0.20	Meet a spouse	1.14	0.49

Spearman Rank Correlation Coefficient: Disengaging vs. Engaging $r = .98$, $p = .00$

Table 6. Rank Order of Disengaging Motivators by Type of Disengagement

Type I Disengagement	M	SD	Type II Disengagement	M	SD	Type III Disengagement	M	SD
Could not afford the cost of tuition	2.57	1.24	Could not afford the cost of tuition	2.29	1.24	Could not afford the cost of tuition	2.89	1.20
Not able to obtain adequate financial aid	2.20	1.32	Not able to obtain adequate financial aid	2.14	1.24	Not able to obtain adequate financial aid	2.53	1.43
Not sure of educational goals & plans	1.76	0.97	Not sure of educational goals & plans	1.86	0.97	Conflicting job responsibilities	1.79	1.18
Conflicting job responsibilities	1.66	1.09	Not able to get financial aid check from college in time to pay tuition	1.64	1.06	Not sure of educational goals & plans	1.68	0.89
Not able to get financial aid check from college in time to pay tuition	1.57	1.04	Did not have enough time for school	1.58	0.85	Difficulty concentrating in class	1.58	0.84
Conflicting home responsibilities	1.47	0.97	Conflicting job responsibilities	1.51	0.98	Not able to get financial aid check from college in time to pay tuition	1.56	1.04
Nervous about taking tests	1.44	0.82	Not enough flexibility in tuition payment schedule	1.50	0.94	Could not attend because of health issues	1.53	1.07
Not enough flexibility in tuition payment schedule	1.44	1.00	Conflicting home responsibilities	1.47	0.85	Not able to arrange transportation to class	1.47	1.02
Not committed to begin college	1.42	0.67	Not able to obtain child care during class hours	1.40	0.91	Did not feel as smart as other students	1.47	0.84
Did not have enough time for school	1.41	0.77	Not confident in basic academic skills	1.37	0.76	Nervous about taking tests	1.42	0.84

Spearman Rank Correlation Coefficient: Disengaging I vs. Disengaging II $r = .82$, $p = .00$, Disengaging I vs. Disengaging III $r = .69$, $p = .00$, Disengaging II vs. Disengaging III $r = .71$, $p = .00$

Table 7. Rank Order of Disengaging Motivators by Student Group

Disengaging Student Group	M	SD	Engaging Student Goup	M	SD
Could not afford the cost of tuition	2.50	1.24	Could not afford the cost of tuition	2.61	1.21
Not able to obtain adequate financial aid	2.22	1.31	Not able to obtain adequate financial aid	2.37	1.28
Not sure of educational plans & goals	1.79	0.94	Nervous about taking tests	2.26	1.05
Conflicting job responsibilities	1.62	1.05	Too much time to complete desired program	2.09	1.10
Not able to get financial aid check from college in time to pay tuition	1.60	1.05	May not meet the requirements of desired program	2.01	1.06
Did not have enough time for school	1.46	0.79	Conflicting job responsibilities	1.98	1.07
Not enough flexibility in tuition payment schedule	1.44	0.95	Not able to get financial aid check from college in time to pay tuition	1.95	1.21
Conflicting home responsibilities	1.43	0.86	Did not have enough time for school	1.94	1.05
Nervous about taking tests	1.39	0.76	Conflicting home responsibilities	1.94	1.06
Fear of failing courses	1.36	0.73	Courses not offered when I could attend	1.94	1.03

Spearman Rank Correlation Coefficient: Disengaging vs. Engaging r = .67, p = .00

Table 8. Engaging Motivators Cited by Disengaging Student by Technical Interest

- Business
  - I always wanted to attend Owens since high school when we toured the college.
  - So I could get an accounting job making more money than I would at a fast food restaurant.
- Health
  - A friend who has attended Owens in Findlay assured me how helpful everyone was.
  - Location was a great asset.
  - Wanted to start a higher income career.
  - Lay-off as LPN. Separated from spouse. Financial security. Independence.
  - I heard good reports on Owens nursing courses and job placements.
  - Owens is more affordable than UT.
  - To continue my education.
  - I am married and have three kids, and a no where part-time job.
- Industrial/Engineering
  - Close to job: 1/2 mile.
  - Close to home if my car doesn't run.
  - State-Accredited, good reputation.
  - Went together with Penta's classes.
  - To become financially independent in a trade I like.
  - I want to prepare for a better career.
- Public Service
  - It was close to home and a friendly campus.
  - Want to work with children through Early Childhood Development.
  - Closest place for Law Enforcement.
- Undecided
  - I wanted to start while I was still young to support my child.
  - Professors will pay special attention and care more about students.
  - I heard they had an excellent program for just about everything.
  - I was lead to believe financial aid would go out of their way to help.

Table 9. Engaging Motivators Cited by Engaging Student by Technical Interest

Business, Industrial/Engineering, and Public Service

- Business
  - My advisor at PIC last year suggested I get in here and get tested and start classes.
  - My mother attended Owens and liked it. She said it was a good college.
  - I could not afford a large school anymore (4-year school).
  - I currently have a job that deals with my technology.
  - Owens offered a little more flexibility in college courses which accommodated my schedule.
  - My psychologist referred me to go to school.
  - The enrollment process. Helpful admissions counselors.
  - To enable myself to grow with the company I now work for.
  - Learning a new skill for a better job.
  - I want a good paying job I like to go to everyday.
  - I wanted to play volleyball next fall.
  - To succeed for myself and for my son in life.
  - I am a single mother and need a career with good pay and benefits.
  - Get more education.
  - I wanted to make sure that the school I attended was not so large.
  - Small classes. Can get help when I need it.
  - I am a welfare recipient and hate it. I will work hard to ensure success.
- Industrial/Engineering
  - Quality of staff and flexible course schedule.
  - May be looking for a career change. Want to be more technically round.
  - Convinced by Private Industry Council that OTC had an excellent program.
  - The college has an excellent program that I have been looking for.
  - It offered exactly what I was looking for as a gateway to a future goal.
  - Automotive gives me something to build on.
  - I feel lucky to have instructors that care about the students.
  - My employer will reimburse me if my final grade is A or B.
  - I want off welfare, I want a house with a yard and a dog.
- Public Service
  - It was in my home town and I had a job at a daycare center.
  - To better myself.
  - I've heard the classes are small and instructors are personable.
  - Very close to home. Less expensive than UT. A lot easier to register for classes.
  - I became engaged and was unable to attend a 4-year college.
  - Owens had better job placement than UT.
  - I hear all around it is a nice place to be. Smaller classes.

Table 9. Engaging Motivators Cited by Engaging Student by Technical Interest

Health and Undecided

- Health
  - Passing percentage of nursing students on the state boards and job placement.
  - I was told from a former student that Owens is the best two-year college.
  - Findlay campus is smaller and makes me feel at home.
  - Length of course of study. Cost. Location.
  - I am ready to reach my full potential.
  - Friendly student body.
  - This was the only college I knew of at the time that offered the program I was interested in.
  - I heard that the college STEPS direct you through the scheduling process.
  - I wanted to move myself up in life and be what I want to be.
  - My manager goes to Owens and she sparked an interest in me to see what you had to offer.
  - Most convenient. Close to home. Low cost.
  - Very good nursing program.
  - I attended at Toledo Hospital and it is great.
  - I want to be able to write articles in a more professional way.
  - Pre-requisite for Nursing.
  - Proximity.
  - To make a life for me and my son.
  - Good pre-nursing program.
  - Small classes.
  - Good nursing program.
  - I really want a good job and the only way to get it is to go to school.
  - Better yourself as a person.
  - Smaller college would allow me the extra time, help and tutoring.
  - Better than UT or BGSU in the respect that its not so big.
  - The tuition was low and I was more confident at a smaller school.
  - The availability of Saturday classes.
  - Smaller. Everyone had a helpful attitude during registration.
  - Excellent RN program. Professors seemed to be more concerned about students.
  - I heard Owens had a good food service program.
  - Expected to be able to train in Sonography.
- Undecided
  - Recommended by former student.
  - Opportunities given to me through AIT program.
  - Job advancement.
  - Computers are constantly upgrading at work and classes at Toledo Hospital.
  - Laboratory "hands-on" experiences.
  - Furthering my job skills.

Table 10. Disengaging Motivators Cited by Disengaging Student by Technical Interest

Business, Industrial/Engineering, and Public Service

- Business
  - I had major surgery.
  - I don't have the money or the time to enroll.
  - My financial aid got all messed up and by the time I got it straightened out, it was too late to register.
  - I enrolled at the University of Toledo. It was closer to home.
  - I didn't enroll because of my job and I am getting married this summer.
  - I was not informed that I could get financial aid until it was time to register.
  - I had to work. I need the money bad.
  - Couldn't meet registration appointments.
- Industrial/Engineering
  - Work did not inform me about my schedule until it was too late to change.
  - Commuting distance was too great.
  - Owens financial aid office ran out of Common Student Loan applications.
  - I was mislead by everyone that I spoke with about tuition payments.
  - Your school required payments up front and my federal grant was not returned in time.
  - I am a high risk pregnancy and I didn't want to have to quit classes in the middle of the semester.
  - Was not able to take the Asset test on the scheduled dates.
  - I have to re-study my high school math before I can start.
  - I took a correspondence course.
  - I was unable to finish high school and am now working on my GED.
  - I feel my stress level is too high at this time to be a successful student.
  - Transportation is the main reason I am not attending.
  - Sickness.
- Public Service
  - I live in Temperance, Michigan but I had to pay out-of-state tuition.
  - Financial reasons, I cannot afford to take off work to make campus appointments.
  - The financial aid office is not much of a help when needed.
  - Directions for enrolling and tuition were not clear over the phone.
  - I work at Chrysler Jeep and I attend the UAW training center for free.
  - I enrolled to late.

Table 10. Disengaging Motivators Cited by Disengaging Student By Technical Interest

Health and Undecided

- Health
  - Financial aid reports didn't come back.
  - Surgery.
  - I couldn't get my financial aid application turned in and processed in time.
  - Enrolled at another college.
  - I have one child and another on the way.
  - Since Radiology was a long wait, I decided to try something else.
  - A friend told me that the wait for the Radiology program was about 2-4 years.
  - Too much of a hassle to get started in the program I wanted.
  - Son became very ill. I did not have enough time to get financial aid before registration.
  - I need daycare. I needed financial aid but never received any forms.
  - I was waiting for my tax information from the IRS for my financial aid.
  - Not enough money to go.
  - I had trouble making it to my scheduled seminars.
  - I am in the middle of a divorce. I want to get that settled before I start taking classes.
- Undecided
  - They said that my math and reading skills weren't good enough.
  - Did not qualify for enough financial aid and did not have the funds.
  - Admissions/registration process too fast.
  - I did not get financial aid in time.
  - I need to finish my GED.
  - I did not live in the Toledo area for a year and cannot afford the out-of-state tuition.
  - Moved to Michigan.
  - Would not accept transfer credit.
  - Financial problems.
  - I am a single mother and newly divorced faced with many decisions.
  - Pregnancy. Unsure of career plans. Unable to afford tuition.
  - Everyone seemed rushed for time in the Admissions office - late evening.

Table 11. Disengaging Motivators Considered by Engaging Student by Technical Interest

- Business
  - How I would fit in at my age and my status (Displaced Homemaker).
  - Demands of my job and an accident I had.
  - Status on financial aid was unclear and I had to do everything on my own.
  - Program availability.
  - Worried if I would earn enough credits to stay in school and get my financial aid.
  - I had difficulty with financial aid steps - procedures were not clear.
  - If my internship can be waived for experience.
  - Money; time.
  - Semesters are too long. Not enough classes offered at night.
  - My job: If it conflicted with my schedule and if I could still work.
  - Gaining employment after graduating because of my age - 44 years.
  - Not enough flexibility for tuition payment schedule.
- Health
  - I was told it would not take me 5 or 6 years to complete my degree.
  - I may complete the academic portion of my program (Nursing) and have to wait to start my technical classes.
  - Financial aid process is very slow. Payment plan.
  - More frequent shuttle runs & more daycare space for the student's children.
  - I considered the hazardous road conditions during the winter months.
  - The enrollment process is kind of long. Too many steps.
  - I hesitated for so long in registering for classes because rumor has it there is a long waiting list.
  - I was concerned and still am about my study skills.
  - I have a family to raise.
  - The library is inadequate and noisy.
  - Concern for childcare for my two-year old son.
  - Parking is a very large problem.
  - It wasn't made clear how far in advance I needed to apply for financial aid.
  - Difficulty completing financial aid and acquiring my high school transcript.
  - I am afraid I'm not qualified for a student loan.
- Industrial/Engineering
  - Financial aid. These forms are more confusing than the homework.
  - Affordability; Job placement.
  - Will I qualify for financial aid since I live at home with my parents?
  - Parking facilities.
- Public Service
  - Class times, I need late evenings.
  - I was forced to pay out-of-state fees after recently moving to Ohio.
  - Being a single mother of four, not knowing where I'm going or want to do.
  - The child care.
- Undecided
  - How will my credits from OSU transfer?
  - Worried about keeping up with the younger generation.